



SANDHILLS MIDDLE

582 Meadowfield Road
Gaston, SC 29053

Grades	7-8 Middle School	
Enrollment	510 Students	
Principal	Justin Nutter	803-926-1890
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

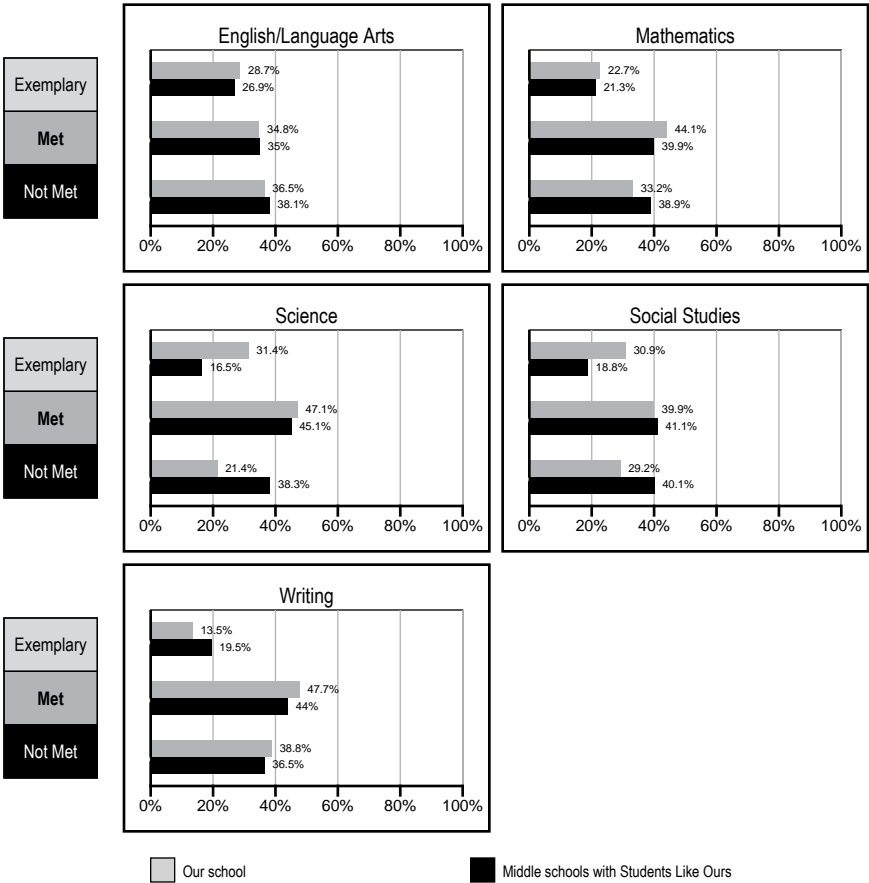
97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	31	15	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	95.1%
English 1	92.9%	97.2%
Physical Science	N/A	80.3%
US History and the Constitution	N/A	N/A
All Subjects	95.9%	95.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=510)				
Students enrolled in high school credit courses (grades 7 & 8)	16.9%	Down from 47.9%	23.0%	24.2%
Retention rate	0.0%	Down from 0.6%	0.7%	0.7%
Attendance rate	99.8%	Up from 94.8%	95.4%	95.9%
Eligible for gifted and talented	11.2%	Down from 11.9%	14.2%	16.4%
With disabilities other than speech	15.8%	Down from 17.6%	14.3%	12.0%
Older than usual for grade	2.7%	Up from 1.2%	3.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.4%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	57.5%	Up from 47.4%	56.9%	58.5%
Continuing contract teachers	70.0%	Up from 57.9%	79.3%	80.0%
Teachers with emergency or provisional certificates	20.0%	Up from 16.0%	4.6%	4.0%
Teachers returning from previous year	78.1%	Up from 71.0%	83.0%	84.6%
Teacher attendance rate	95.9%	Up from 95.3%	94.9%	95.4%
Average teacher salary*	\$39,965	Down 1.4%	\$45,750	\$46,561
Professional development days/teacher	11.1 days	Down from 12.4 days	10.9 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.5 to 1	20.8 to 1	21.1 to 1
Prime instructional time	94.9%	Up from 89.1%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	96.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,638	Up 7.1%	\$8,527	\$7,802
Percent of expenditures for instruction**	49.3%	Down from 49.8%	62.1%	63.8%
Percent of expenditures for teacher salaries**	44.7%	Down from 45.0%	58.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Students, parents, faculty, and staff at Sandhills Middle School are proud to work together to create an exemplary learning community that embodies our mission of “being and creating lifelong learners in a safe and supportive environment.”

During the 2009-10 school year, our learning community focused on building our capacity to actively utilize student performance data to inform and guide instruction. Our team worked to develop our formative assessment strategies through training with the Keeping Learning on Track® program. This program is a sustained, interactive professional development program that helps teachers adopt minute-to-minute and day-by-day assessment-for-learning strategies that have been shown by research to powerfully increase student learning. Our teachers also continued to develop our ability to effectively assess student learning in multiple ways through the utilization of multi-format summative assessments. The collaborative analysis of these assessments allows us to intentionally focus instruction on specific student needs.

Our commitment to ensure student performance at the highest level was demonstrated in our focus on providing proactive assistance to academically and behaviorally at-risk students. Our team was trained in the All Kinds of Minds framework this year. This framework provides research-based tools and strategies that help our teachers meet students where they are, helping us close achievement gaps, engage students who are often not motivated, and provide successful learning experiences for all students.

Our primary goal at SMS is to be a school of excellence in practice and performance such that needs of early adolescence students are met. During 2009-10, SMS participated in the Schools to Watch initiative sponsored by the National Forum to Accelerate Middle-Grades Reform and the S.C. Middle School Association. The Schools to Watch criteria identifies components of high performance in exemplary middle-level schools. SMS was one of only five middle schools in South Carolina to meet the application criteria to qualify for a Schools to Watch site visit during the 2009-10 school year.

Sandhills Middle School continues to seek to meet unique needs of our early adolescent students through providing opportunities for student voice and community partnership. In 2009-10, SMS sought to increase our role in the greater Gaston-Swansea community. We increased the number of student organizations at SMS by 50 percent and our students actively participated in various community service projects and functions. We want to thank our parents and community for their involvement with SMS this year! Your partnership is invaluable in developing our citizens of the future!

As we move into the 2010-11 school year, SMS is committed to continuing to establish high standards by creating a learning environment which ensures student performance at the highest level. Our challenges for 2010-11 include the continued development of our ability to effectively assess student learning, providing targeted and timely interventions, and continuing to develop our school's influence in the local community.

Justin Nutter, Principal

Teri Driggers, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	211	187
Percent satisfied with learning environment	94.6%	73.3%	82.5%
Percent satisfied with social and physical environment	100.0%	74.3%	80.9%
Percent satisfied with school-home relations	91.9%	79.9%	81.3%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	99.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	499	100	38.3	34	27.7	74.3	75	83.5	Yes	Yes
Gender										
Male	256	100	43.8	31.8	24.4	69.8	69.4	80.1	N/A	N/A
Female	243	100	32.5	36.4	31.1	78.9	81.1	87	N/A	N/A
Racial/Ethnic Group										
White	350	100	35.8	31.8	32.4	76.7	77	89.6	Yes	Yes
African American	115	100	45.8	38.3	15.9	65.4	68.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	28	100	39.3	46.4	14.3	82.1	79.2	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	79	100	86.8	11.8	1.3	22.4	37.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	38.1	42.9	19	81	77.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	367	100	45.4	33.7	20.9	70	72.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	499	100	36.4	45.1	18.5	76.8	73.4	80.4	Yes	Yes
Gender										
Male	256	100	35.1	45	19.8	74.4	69	78.4	N/A	N/A
Female	243	100	37.7	45.2	17.1	79.4	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	350	100	33	45.8	21.2	79.1	75.9	87.8	Yes	Yes
African American	115	100	42.1	46.7	11.2	71	67.3	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	28	100	50	35.7	14.3	75	68.8	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	79	100	73.7	22.4	3.9	43.4	42.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	42.9	38.1	19	76.2	66.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	367	100	41.1	44.6	14.3	74	69.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	373	99.7	21.2	47.3	31.5	78.8	64	67.3
Gender								
Male	189	99.5	21.3	46.1	32.6	78.7	63.6	66.9
Female	184	100	21.1	48.5	30.4	78.9	64.4	67.7
Racial/Ethnic Group								
White	261	100	20.2	44.9	35	79.8	68.3	79.6
African American	86	98.8	25	52.5	22.5	75	51.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	22	100	18.2	54.5	27.3	81.8	64.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	60	98.3	54.4	36.8	8.8	45.6	39.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	17	100	23.5	47.1	29.4	76.5	61	58.6
Socio-Economic Status								
Subsidized meals	274	100	24.5	49.4	26.1	75.5	59.6	55.4

Social Studies

All Students	375	99.7	29	40.1	31	71	68.2	70.9
Gender								
Male	190	100	29.4	37.8	32.8	70.6	66.5	70.1
Female	185	99.5	28.5	42.4	29.1	71.5	70.1	71.7
Racial/Ethnic Group								
White	262	100	28.6	38.3	33.1	71.4	69.5	79.2
African American	89	100	32.9	40.2	26.8	67.1	63	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	19	94.7	16.7	66.7	16.7	83.3	73.1	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	56	100	64.8	27.8	7.4	35.2	40.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	14	92.9	15.4	61.5	23.1	84.6	69	68
Socio-Economic Status								
Subsidized meals	275	99.6	32.8	42	25.2	67.2	63.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	501	99.8	38.7	47.8	13.5	61.3	57.8	72.1	99.8	98.8
Gender										
Male	258	99.6	49.8	41.6	8.6	50.2	46.2	65.2	99.8	98.7
Female	243	100	27	54.3	18.7	73	70.5	79.2	99.8	98.8
Racial/Ethnic Group										
White	351	100	39.6	44.4	15.9	60.4	60.1	80.8	99.8	98.7
African American	116	99.1	38.3	56.1	5.6	61.7	51.7	59.7	99.8	98.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	28	100	28.6	57.1	14.3	71.4	57.1	64.6	99.6	99
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	98.5
Disability Status										
Disabled	80	98.8	N/AV	N/AV	N/AV	14.7	18.1	27.7	99.9	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	28.6	52.4	19	71.4	54.8	63.7	99.6	98.9
Socio-Economic Status										
Subsidized meals	375	99.7	43.9	46.5	9.6	56.1	52.6	61.9	99.8	98.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	33.2	37.4	29.4	66.8
	8	241	99.2	40.4	36.4	23.2	59.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	249	100	32.2	40.8	27	67.8
	8	250	100	44.3	27.4	28.3	55.7

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	34.5	51.3	14.3	65.5
	8	241	99.2	44.7	42.1	13.2	55.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	249	100	26.6	46.8	26.6	73.4
	8	250	100	46	43.5	10.5	54

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	18.9	55.5	25.6	81.1
	8	118	100	23.9	48.7	27.4	76.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	249	99.6	16.8	51.3	31.9	83.2
	8	124	100	29.9	39.3	30.8	70.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	257	99.6	32.8	37.4	29.8	67.2
	8	121	99.2	28.1	38.6	33.3	71.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	249	99.6	29.3	36.6	34.1	70.7
	8	126	100	28.3	46.7	25	71.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	261	98.9	46.9	40.2	12.9	53.1
	8	242	98.8	50.7	39.3	10	49.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	247	99.6	40.8	48.1	11.2	59.2
	8	254	100	36.7	47.5	15.8	63.3

Abbreviations for Missing Data

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